



Annual School Report

Aspect Hunter School

2023



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our vision

The best opportunities for people on the autism spectrum.

our values

We are passionate about people, about being positive, and about what's possible.

our mission

We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family focused and customer driven.

our purpose a different brilliant®

Understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum.

our work

We focus on the strengths and interests of people on the autism spectrum

We work in partnership with people on the spectrum, their families and their communities

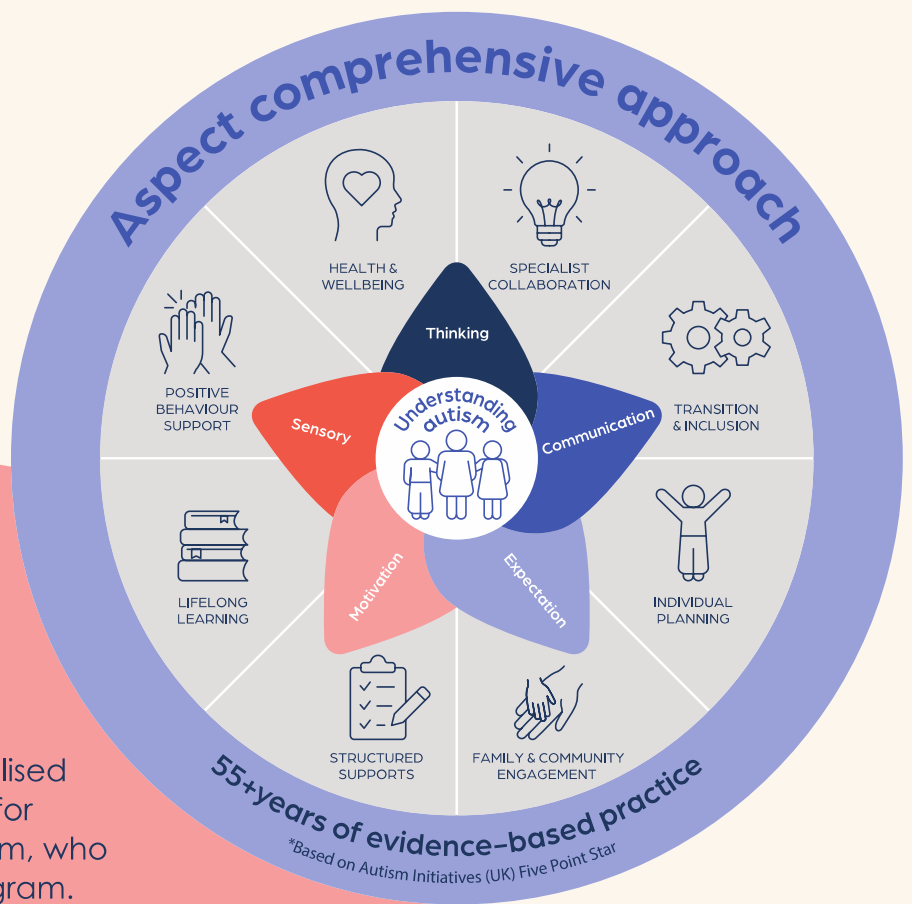
We work to understand people on the spectrum from their perspective

Our approach is autism-specific

Our research focuses on best practice

We expect positive change and progress

Together we can achieve positive outcomes.



Aspect schools provide specialised evidence-informed programs for children on the autism spectrum, who require an autism specific program.

The primary focus of the schools is to equip students with the skills to become as independent as possible and enable them to transition into more inclusive settings. This is achieved through the application of the Aspect Comprehensive Approach. At the centre of the approach is the Autism Initiatives' (UK) Five Point Star to support autism-specific person-centred planning and respectful and positive relationships between the educator and student. It also focuses on the following elements: Individual Planning; Family & Community Engagement; Learning & Participation; Positive Behaviour Support; Structured Supports; Transition & Inclusion; Specialist Collaboration; and Health & Wellbeing.

Message from the principal

In presenting the 2023 Annual Report, I would like to acknowledge the Wonnarua, Awabakal and Birpai people who are the traditional custodians of the lands on which our campuses are located. Our main campus at Thornton, offers primary and high school enrolment, with primary satellites classes located at Tarro, Waratah West, Abermain, Muswellbrook, and Port Macquarie offering primary and secondary education. We also conduct a Distance Education program that supports 52 students from across NSW.

In 2023, we celebrated another successful and productive year of learning and growth for our students and staff. Some of the highlights were:

- A graduation dinner for our Year 12 students. It was a joyous occasion to celebrate their hard work, and accomplishments
- Our Student Representative Council (SRC) played an active role in leading and representing our student body. They organised and ran assemblies and provided feedback and suggestions to improve our school environment and culture. We commend our SRC members for their passion and involvement in our school community
- In Term 3, students went to the Great Aussie Bush Camp, where they had an amazing time of outdoor adventure and learning and showed great spirit and enthusiasm
- We supported our students in transitioning to satellite, mainstream, and from primary to high school, by providing orientation, mentoring, and resources. We helped our senior students prepare for post-school options by giving them information, advice, and opportunities. We organised camps for our transitioning students, where they could get to know their new environments.
- In Term 4, our Stage 6 students headed to Sea World Hotel School where they experienced working in a hotel and learned about the hospitality industry. It was wonderful to see our students manage such a different experience, how well they applied themselves, and the social connections they made with their peers.

We continued to improve our curriculum and pedagogy to ensure that our high school students receive high-quality and relevant education that meets their needs and goals. We also increased our expectations and standards for our students and provided them with more feedback and support to help them reach their potential.

It is the school's purpose to seek continual improvement, whilst maintaining a perspective on meaningful learning outcomes for our students. This year, members of our school attended nine professional learning days as part of a Learning Collaborative across all nine Aspect Schools. The professional learning was facilitated by Dr Lyn Sharratt, a leading education expert and published researcher who works with schools to improve learning outcomes for students. It was an exciting opportunity for Aspect staff to deep dive into Dr Lyn Sharratt's 14 Parameters to support School Improvement, and consider how this framework can be applied in our Autism Specific context. The whole school approach will ensure the most effective evidence-based teaching methods are used across the school and teaching and learning programs are adjusted to address individual student needs. This will ensure that all students are challenged and all adjustments lead to improved learning. This framework, has enabled school leaders to work towards building collaborative and quality learning cultures across the school, which utilise data to foster student growth.

The school maintained a deliberate focus on the social and emotional learning needs of our students which was enhanced through all staff being trained in the Berry Street Education Model (BSEM). The BSEM focuses on supporting students' self-regulation, strengthening student-teacher relationships and implementing strengths-based practices. The practical, classroom-based strategies aim to increase engagement, thereby improving academic achievement for all students.

We would like to thank our staff, students, families, and partners for their hard work, cooperation, and contribution to our school community. We look forward to another exciting and rewarding year in 2024.



Craig McNee
Principal

Message from the P&F

Our P&F focuses on fundraising, community engagement and connecting and supporting our families.

There were opportunities for families and carers to catch up for coffee at Thornton Main Site and at our Port Macquarie satellite. Some Thornton members even attended Port's morning tea event. Our Distance Education families held online catch ups and met face to face for a morning tea during their child's residential weeks at Thornton.

We hosted successful Mother's Day, Father's Day, and Grandparent's Day. 2023 saw our largest Father's Day turn out!

A grant from Carers NSW enabled us to host a Carer's event in October as part of National Carer's Week.

The P&F provided funds for sporting equipment to support the school's Wednesday sports program. Students from the SRC have used the equipment to engage more students in sports.

Port Macquarie held an Easter Raffle with families donating enough Easter eggs for 20 hampers. With tickets sold to the wider community, \$1 065 was raised! Christmas can often be a challenging time and the P&F and Learning Support Team collected donations for hampers. Generous donations meant 40 families received hampers.

It is always heart-warming to support the wider autistic community and one of our members had the opportunity to visit the Balinese autism school, Yayasan Sehati Bali Autism. We collected donations of school supplies, hygiene products and money for the school as they receive no government funding. Staff and students at the school were so appreciative of our support.

Aspect Hunter P&F Committee

Student outcomes

Student outcomes in standardised national literacy and numeracy testing

Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students.

The school provides information and training workshops to families to help them support their child.

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website www.myschool.edu.au

Standardised National tests (NAPLAN) can reveal specific academic skills where our autistic students may struggle, such as reading comprehension or mathematical problem-solving, which can guide targeted support, offering valuable data for teachers to make informed decisions about curriculum adjustments and teaching strategies. At Aspect Hunter, recognising the limitations in accessing national testing for some students, further individual assessments are offered that are flexible and can be adapted to meet individual needs, offering a more accurate representation of their abilities. This data aids in providing a holistic view of an individual student's academic progress.

These in-school assessments complement National literacy and numeracy (NAPLAN) data in providing a levelled robust framework in assessing and guiding data informed learning practices for our autistic students. By leveraging the strengths of both testing methods, teachers develop individualized learning goals and strategies that cater to the unique needs of each of our students, fostering an inclusive and supportive educational environment. This comprehensive approach ensures that our students receive the tailored support they need to individually flourish academically and personally.

Senior secondary outcomes

Record of School Achievement

1

Higher School Certificate

22

In 2023 twenty-two students graduated from Year 12 (100%). The College offered six Stage 6 Life Skills NESA-Developed courses, one TVET course and five school-developed courses. Thirteen students (59%) completed the Certificate II Skills for Work and Vocational Pathways course at TAFE and nine students completed the Stage 6 Agriculture Life Skills course. All students attended Work Experience 3 hours per week for the entire year. All students were successful in gaining School Leavers' Employment Support funding via the NDIS.

Teacher professional learning, accreditation, qualifications and workforce composition

The following professional learning activities were undertaken by staff throughout 2023:

Description of professional learning activity	No. of staff participating
Aspect Learning Improvement Collaborative: introduction to Dr Lyn Sharratt's 14 Parameters	All
Aspect Professional Code of Conduct – face to face and online module	All
Berry Street Training: trauma informed approaches to improve student and staff wellbeing	All
Child Protection – responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All
CPI Safety Intervention – trauma informed and person-centred training to prevent, de-escalate, and safely respond to crisis situations	All
CPR training – skills to provide Cardio Pulmonary Resuscitation (CPR)	All
Disability Standards for Education – overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	All
Individual Plans and the IP Process	All
Supporting people on the autism spectrum using the 5-point star	47
Safety Intervention (SI) blended course or refresher course	39
Safely and Effectively Administer Medication 2.0	37
Asthma First Aid for school staff	34
Manual handling	34
An introduction to Autism and Positive Behaviour Support template (Positive Partnerships)	29
Workplace bullying prevention for staff	19
CLARITY: What matters most in learning, teaching, and leading. Presented by Dr Lyn Sharratt	9
ASCIA Anaphylaxis e-training	2

Teacher accreditation

Level of accreditation	No. of teachers
Conditional	6
Provisional	3
Proficient Teacher	61
Highly Accomplished Teacher or Lead Teacher (voluntary accreditation)	0
Total number of teachers	70

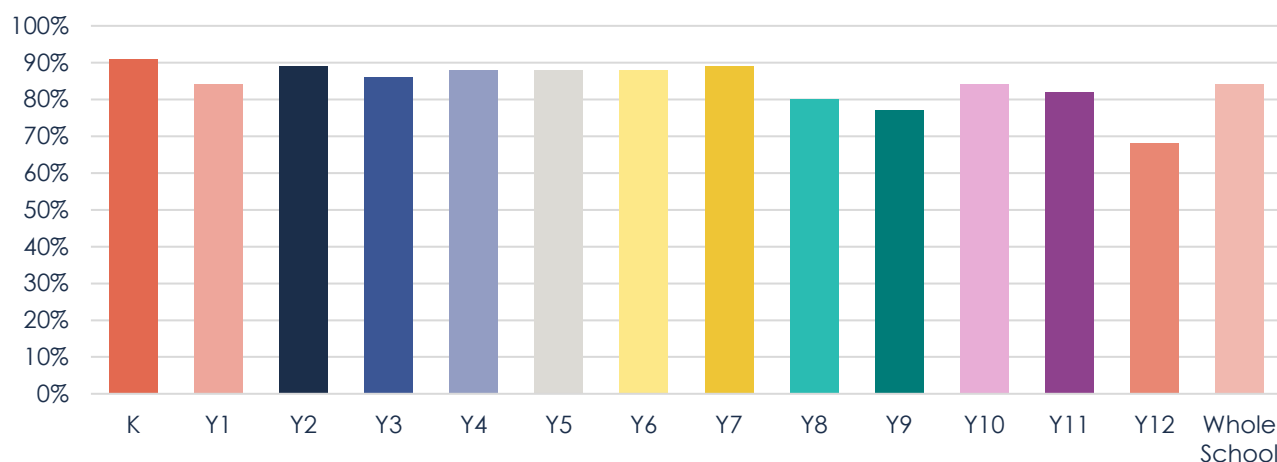
Teacher qualifications

All teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AOOSR) guidelines.

Workforce composition

Composition of Aspect Hunter School staff is documented on the My School website www.myschool.edu.au

Student attendance, retention rates and post-school destinations in secondary schools



Student attendance rates

Kinder	91%	Year 7	89%
Year 1	84%	Year 8	80%
Year 2	89%	Year 9	77%
Year 3	86%	Year 10	84%
Year 4	88%	Year 11	82%
Year 5	88%	Year 12	68%
Year 6	88%	Whole School	84%

Management of non-attendance

Aspect Education has a work instruction to ensure compliance of the Aspect schools with school attendance requirements for compulsory school-aged students as outlined by the NSW Education Standards Authority (NESA).

Unexplained absence will be followed up by the school administration team with the parent/guardian. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services. Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Aspect Hunter School has an automated SMS messaging service that advises parents/guardians if their child is absent and they have not notified the school of the absence. The school executive hold attendance meetings to review data and collaborate with the learning support team and external allied health professionals to support attendance improvement plans and tracking. Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Retention of Year 10 to Year 12

33%

Thirty three percent of the 2021 Year 10 cohort completed Year 12 in 2023. This retention rate is consistent with the retention rate in recent years. Based on the information provided to the school when students leave at the end of Year 10, or through the senior years, it appears that many of the students do so to access mainstream (not Life Skills) HSC programs, pursue employment and/or vocational training. All students who left school at the end of Year 12, following the completion of their school education in 2023, indicated employment and/or further study future pathways.

Enrolment policy

Aspect provides autism-specific educational services for eligible school-aged children on the autism spectrum, to prepare them for transition to environments that are not autism specific.

Aspect recognises that children on the autism spectrum have the right to access and equity of services regardless of their gender, race or ethnicity, religion or language.

An application is made for an Aspect school rather than a specific class. Our school's professional staff decide in consultation with the family which class is best suited to the educational needs of the student. Each school is responsible for managing its own application, intake and waiting lists process, which is managed by the school principal.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available would be appropriate for the child. Factors taken into consideration include the type of vacancy available, the child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

Entry criteria

Aspect schools are funded in part by the Commonwealth and state governments, which have specific criteria for placement. To be eligible for placement in one of Aspect's schools, prospective students must satisfy the following criteria:

Citizenship and visa status – a child must:

- be an Australian citizen or permanent resident of Australia or holds an eligible visa (refer to guide to checking citizenship and visa status for enrolment).
- be aged between 4 and 17 years.

Diagnosis – a child must:

- in both NSW and South Australia, have a current diagnosis which is not more than twelve (12) months old as being on the autism spectrum from a specialist medical practitioner, child psychiatrist or clinical psychologist with the necessary training and experience to be able to undertake a diagnostic assessment;
- in South Australia, a second report from a psychologist or speech pathologist that confirms the diagnosis of autism spectrum disorder that is not more than two (2) years old; and
- in both NSW and South Australia, have a current standardised cognitive or developmental assessment (e.g. IQ testing, Griffiths, WISC-IV, WPPSI-111, Stanford Binet V) which is not more than two (2) years old.

Registration to school waitlist

Expression of interest in Aspect schools may be made in the following ways:

- direct enquiry to the Aspect school by telephone or email;
- telephone or email to Aspect Customer Service, who will direct the enquiry to the school;
- general enquiry via the Contact Us page on the Aspect website, which will be directed to the school.

The registration form can be obtained from the following processes:

- families who are interested in enrolling their child to an Aspect school are asked to attend a School Information Session. Aspect principals or their delegate are responsible for organising a school information session once per school term, in line with the School Information Session work instruction, for prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the registration and enrolment process. The school registration form is obtained after attending this session.
- families who are unable to attend a School Information Session can obtain a registration form directly from an Aspect school. A School Enrolment Committee representative will provide them with information about the Aspect education program and the registration and enrolment process, before sending them the registration form.

A non-refundable processing fee is required for each application submitted.

Application to more than one Aspect School

When a family wants to place their child on the waitlist of more than one Aspect school, they first apply to their preferred Aspect school and indicate which other Aspect schools they will consider enrolment. The preferred Aspect school is responsible for processing the application, inform the other Aspect school/s to place the student on their school's active waitlist and share the application documents.

Aspect School Enrolment Committee

School principals are responsible for convening the Aspect School Enrolment Committee (comprised of school principal, psychologist and selected school coordinators) which meets once per school term, following the information session, to review registrations received. This committee determines if a child is eligible for placement in an Aspect school.

Eligible/Not Eligible for service

Citizenship and age criteria

If the citizenship or age criteria is not met, a school representative will inform the parents or guardians that their child is not eligible for enrolment due to citizenship or age criteria not being met. If the parents or guardians are not satisfied with the result, they can make a complaint to Aspect (refer to Aspect's Complaints Management procedure).

Diagnosis criteria

If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that, based on the diagnostic information provided, their child has been deemed eligible for the program (Letter – Confirmation of diagnosis) and their child's name has been placed on the school waitlist.

The principal is responsible for referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification. Parents/Carers will be informed, in writing (Letter – Application sent to full eligibility committee), that their case has been sent to the Committee for review.

If further information is required by the Committee, the principal is responsible for writing to the parents requesting updated information (Letter – Request for updated Psychological reports).

Aspect Eligibility Committee

The National Director, Aspect Education is responsible for:

- convening the Aspect Eligibility Committee once per school term to review any registrations that require clarification, and
- reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The principal will inform the parents or guardians (Letter – Confirmation of diagnosis) that based on the diagnostic information provided their child has been deemed eligible for the program or not and, if confirmed, the child's name is placed on the school's waitlist.

Vacancy Management

If a vacancy arises, students on the waitlist who can potentially fill the vacancy will be considered. The principal or delegate interviews families whose child might fill the vacancy regarding accommodations/adjustments for their child following the interview pro forma.

If a student being considered for enrolment is not an Australian citizen, the principal or their delegate must check that the visa is still valid and eligible for enrolment.

Following completion of the interview, the principal, or their delegate will complete the Risk Management Plan pro forma, to assist with decision making.

Following the interview process, the school will inform the family if a child has been offered a placement (Letter – Enrolment Contract/Acceptance of Offer) or (Letter – Placement to Satellite Class) or will be retained on the school's waitlist.

Principals are responsible for forwarding parents the relevant enrolment package and liaising with them throughout the process.

Enrolment Package

When a family is offered a placement, in addition to the enrolment contract, they will be sent documents based on the enrolment acceptance checklist.

A family can decline an enrolment offer and inform Aspect school if they want to be placed in the school's active waitlist.

To secure enrolment, the family must pay a non-refundable enrolment fee as published in the Aspect School fees schedule (NSW or SA).

When a family informs the Aspect school of their decision to withdraw their child from enrolment before commencing, they must also inform the Aspect school if they wish to be placed in the school's active waitlist

Other school policies

Summary of policy	Changes in 2023	Access to full text
Student welfare <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <p>Customer Experience and Service Innovation Policy – defines the way Aspect works in collaboration with students and families to achieve their goals.</p> <p>Strategy and Risk Management – identifies risks and defines criteria for the assessment of consequence of those risks</p> <p>Duty of Care and Dignity of Risk - ensures that staff understand and recognise the rights of the people we support to make informed choices and take calculated risks. Aspect facilitates each student's meaningful choice and control to maximise their independence; and minimises the risk to the individual or others wherever possible.</p> <p>Safeguarding the People We Support - Aspect is committed to appropriately responding to and preventing incidents of abuse, injury, neglect and exploitation of the people we support, in both participation with Aspect, and as a partner of the broader community</p>	<p>Strategy and Risk Management was reviewed & updated in 2023.</p> <p>Safeguarding the People we Support was reviewed and updated in 2023 to update language and match legislation.</p>	<p>The following policies can be accessed from Aspect's website www.aspect.org.au/about-aspect/policies</p> <p>Customer</p> <p>Strategy and Risk Management</p> <p>Duty of Care and Dignity of Risk</p> <p>Safeguarding the People we support</p>
Pastoral Care and Bullying Prevention in Aspect Schools <p>The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.</p> <p>Aspect is required and seeks to exercise due diligence in all of its duty of care responsibilities towards students, staff and the school community. Leaders of the school endorse activities and plan for the safety and maintenance of good mental and physical health and well-being of the students, staff and parents involved. Schools seek to accommodate and make provision for particular needs of individuals who require special arrangements to secure safety and avoid discomfort or threat to their health and wellbeing.</p> <p>Bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted and encourages the reporting of complaints and feedback.</p>	<p>Nil aside from changes listed above.</p>	<p>The full text of the Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school principal.</p> <p>The following related policies can be accessed from Aspect's website www.aspect.org.au/about-aspect/policies</p> <p>Aspect Comprehensive Approach (ACA)</p> <p>Duty of Care and Dignity of Risk</p> <p>Embracing Diversity</p> <p>Feedback, Complaints and Incidents</p> <p>Safeguarding the People We Support</p>

Discipline

Aspect adopts a positive behaviour support (PBS) approach when working with children on the autism spectrum ranging from strategies for all students through to more intensive strategies for students who may exhibit more challenging behaviours as outlined in the Positive Behaviour Support policy.

Aspect follows a PBS approach but when behaviours occur that put the safety of any stakeholder at risk, the school will be required to implement appropriate procedures to safeguard all stakeholders' safety. All staff have responsibilities in relation to implementing discipline in Aspect Schools.

Nil

The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.

The Positive Behaviour Support policy (PBS) can be accessed from Aspect's website

www.aspect.org.au/about-aspect/policies

Complaints and grievances resolution

Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.

Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.

Nil

The full text of the Complaints Management Process can be accessed by request from Aspect's website

www.aspect.org.au/feedback-and-complaints

The Feedback and Complaints brochure can be downloaded from our website

www.aspect.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf

The Feedback, Complaints and Incidents policy can be accessed on Aspect's website

www.aspect.org.au/about-aspect/policies

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	To align curriculum, assessment and pedagogy to improve student outcomes across Kindergarten to Year 12 for English.	<p>Measure improvement of individual student learning in English using PAT, Initial Lit and the Interaction tracking tool and uploading of data to the Data Dashboard.</p> <p>Delivered the new K-2 English syllabus and created a plan for the new 3-6 and 7-12 English syllabus for deliver in 2024.</p> <p>Teachers attend professional learning for the new curriculum.</p> <p>Our Clarity Team developed an action plan for Lyn Sharratt's 14 Parameters.</p>
Wellbeing	To build staff capacity and confidence in Zones of Regulation and in trauma informed practice to improve the emotional wellbeing of students.	<p>Delivered the Zones Research Project across 6 classes.</p> <p>Measured and tracked additional wellbeing markers using school-based measures and tools (attendance, engagement, PBS, Riskman, LST support).</p> <p>Measured staff confidence in using trauma informed practices.</p> <p>Identified teachers to be involved and provided training on Zones and to complete all requirements of the project.</p> <p>Provided professional learning on the Berry Street Education Model on 14 & 15 August.</p>
	To improve staff wellbeing at the end of each Term to build staff connectedness and reduce absences in weeks 7 to 10 of each Term.	<p>Measured staff absences against 2022 and Term 1, 2023 data to demonstrate improvement.</p> <p>Established a School Wellbeing Team.</p> <p>Held a wellbeing week in Week 7 of Terms 2, 3 & 4.</p>
Leadership	To develop confidence in the leadership team as instructional leaders so professional learning is aligned and coherent to school priorities. xx	<p>Engagement of the 'Clarity team' and all staff in Lyn Sharratt's work for the entirety of the program.</p> <p>Leadership team members completed the confidence measure in Term 1 & 4.</p> <p>A select group of leaders and teachers completed the Lyn Sharratt professional learning in Sydney and implemented the program across the school.</p>
Safeguarding	To strengthen the continuity of learning by improving student attendance across the school.	<p>Completed attendance improvement plans for students who were identified as having low attendance rates.</p> <p>Held two 'Leading Student Wellbeing' meetings per Term.</p> <p>Reviewed individual student attendance at this meeting and identified students who require an attendance improvement plan.</p> <p>Coordinator/teacher completed plan with parents (and students) and monitored attendance.</p>

Initiatives promoting respect and responsibility

At Aspect Hunter School, we value the diversity and uniqueness of each student on the autism spectrum and strive to create an inclusive and supportive environment where our students develop their skills, confidence, and independence. We work collaboratively with parents, carers and external agencies and organisations, to provide holistic and individualised education which caters to the strengths, interests, and aspirations of our students.

We recognise the importance of fostering a sense of belonging and identity among our students, staff, and families. We celebrate the cultural backgrounds and perspectives of our school community and promote respect, tolerance, and understanding. Throughout the year, we participate in various cultural events and activities, such as Harmony Day,

National Reconciliation Week, NAIDOC Week, and Autism Awareness Week.

Our school's purpose and values mirror the nine core values of the National Framework for Values Education in Australian Schools. We believe these values are essential for our students' personal and social development, as well as their academic success.

We are committed to ensuring that all our staff members are aware of and embrace our core values and reflect them in their interactions and relationships with our stakeholders. We also encourage feedback and input from our stakeholders to ensure that we are meeting their needs and expectations. We are proud of the work that we do and the values that we uphold at Aspect Hunter School.

Parent, student and teacher satisfaction

Student Individual Plans

Every student at Aspect Hunter School has an Individual Plan (IP). The IP is developed in collaboration with each student and their family. It incorporates a student's strengths, interests, goals and aspirations. Students, parents and teachers work as a team to achieve the goals.

Staff, Family and Student Feedback

Aspect Hunter School welcomes staff, student and parent opinions. Feedback is collected in a variety of forums including student enrolment surveys and exit surveys, Net Promoter Scores, parent testimonials along with family engagement in school events.

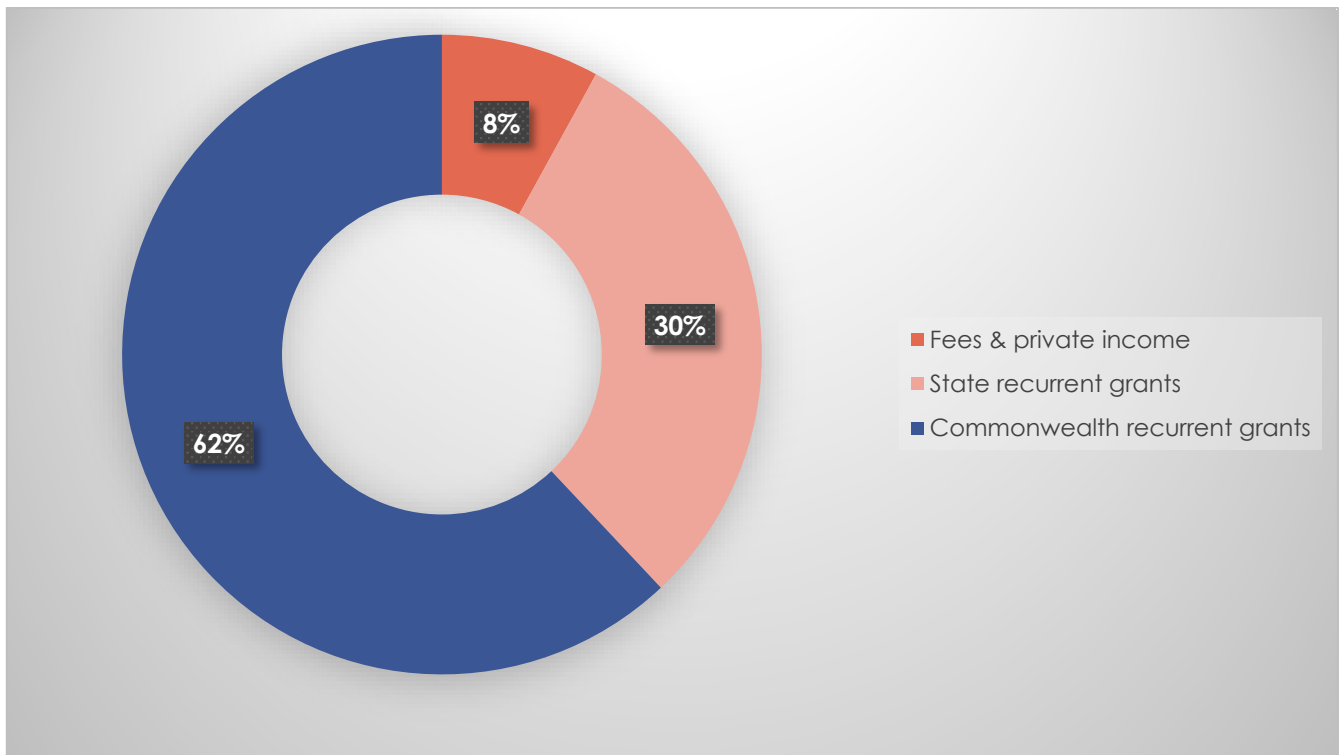
The average net promoter score for schools in general is between 47 – 84. Aspect schools average net promoter score was 68.9. This score places Aspect schools in the high range suggesting that our schools are highly recommended and that overall satisfaction with the service provided is very high.

Employee Survey

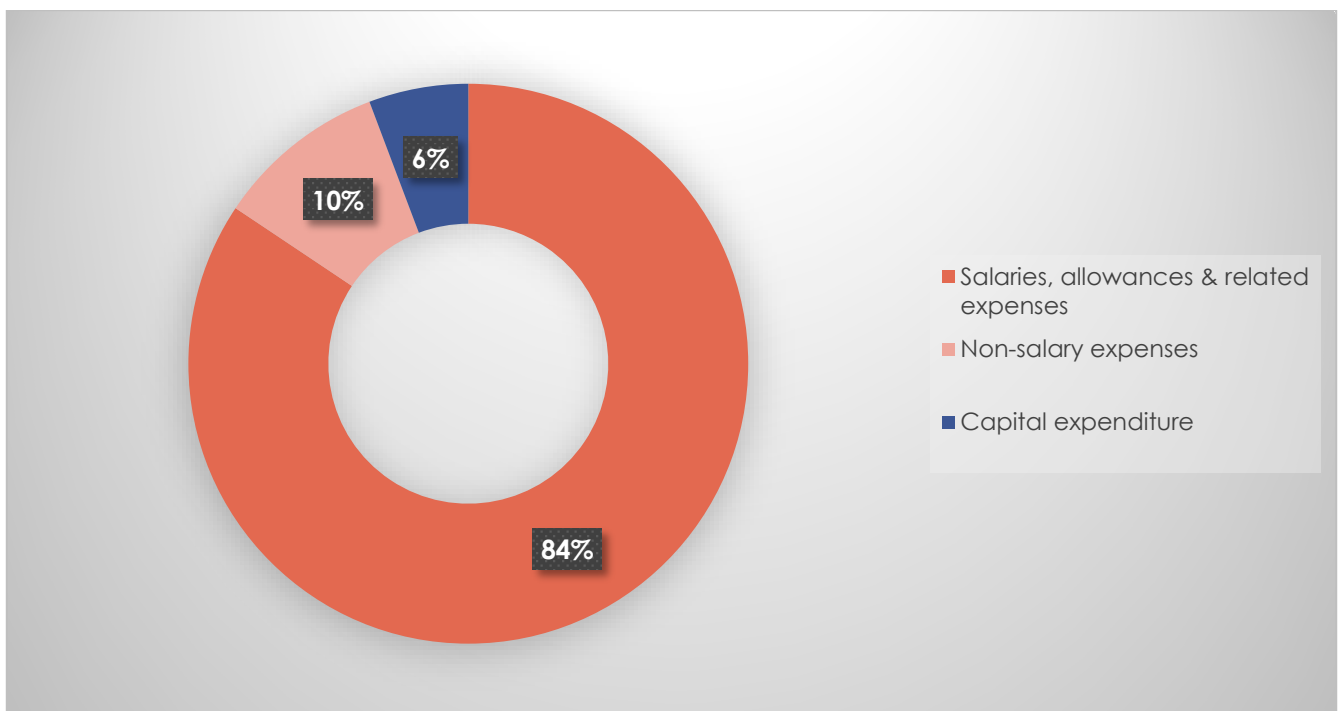
Aspect Education holds a biennial Perspectives Survey, and Aspect also survey staff annually through the Culture Dashboard. The results of these surveys support whole school initiatives, and company improvements, to ensure all staff are developing in their professional knowledge, practices, and engagement to best support the team, families and students.

Financial information

Income



Expenditure





aspect.org.au | 1800 277 328 | customerservice@aspect.org.au